



**Indiana  
Department of Education**

**Glenda Ritz, NBCT**  
Indiana Superintendent of Public Instruction

# **Indiana Academic Standards And Resource Guide Sociology**

**Standards Approved March 2014**

**Indiana Department of Education**  
**College and Career Readiness Curriculum**

# Table of Contents

What are Standards? .....	3
Indiana Academic Standards: Sociology .....	4-11
Content Area Literacy Standards: History/Social Studies .....	12-16
Appendix A: Teacher Resource Guide .....	17-26
Standard 1 – Foundations of Sociology as a Social Science .....	17-19
Standard 2 – Culture .....	19-20
Standard 3 – Socialization .....	20
Standard 4 – Social Stratification .....	21
Standard 5 – Sociology of Gender .....	22
Standard 6 – Sociology of Groups .....	23
Standard 7 – Social Institutions .....	24
Standard 8 – Social Change .....	24
Standard 9 – Social Problems .....	25
Standard 10 – Individual and Community .....	25
Standard 11 – Deviance and Social Control .....	26
Appendix B: Depth of Knowledge Chart .....	27

# What are standards?

**Standards outline *what students need to know, understand, and be able to do.***

Academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in kindergarten and progressing through grade twelve. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Indiana's accredited schools. **The academic standards are *NOT* a curriculum;** therefore, identifying the sequence of instruction in each grade—what will be taught and how long—requires concerted effort and attention at the district/school level. Academic standards do not prescribe any particular curriculum. Curriculum tools are selected at the district/school level and adopted through the local school board. No student, by virtue of poverty, age, race, gender, cultural or ethnic background, disabilities, or family situation will ultimately be exempt from learning the required academic standards, although it is acknowledged that individual students may learn in different ways and at different rates. Academic standards focus on what students will need to learn in order to be college and career ready and to be competitive in the job market.

## SOCIOLOGY

*Sociology* allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.

- DOE Code: 1534 (SOCIOLOGY)
- *Recommended Grade Level: Grades 11 or 12*
- *Recommended Prerequisites: None*
- *Credits: 1 semester, 1 credit*
- *Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas*

*At the high school level, Indiana's academic standards for social studies provide standards for specific high school courses that focus on one of five content areas that make up the core of the social studies curriculum: history; government; geography; economics; and Individuals, Society and Culture (psychology, sociology and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the subject matter. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.*

### **Standard 1 — Foundations of Sociology as a Social Science**

Students describe the development of sociology as a social science, by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues.

### **Standard 2 — Culture**

Students examine the influence of culture on the individual and the way cultural transmission is accomplished. Students study the way culture defines how people in a society behave in relation to groups and to physical objects. They also learn that human behavior is learned within the society. Through the culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

### **Standard 3 – Socialization**

Students examine the process by which people develop their human potential and learn culture. Socialization will be considered as a lifelong process of human social experience.

### **Standard 4 — Social Stratification**

Students identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

### **Standard 5 – Sociology of Gender**

Students learn to differentiate between the biological differences that divide the human population into male and female, and gender which is the personal traits and social positions that members of a society attach to being male or female. The development and changes in gender roles over time will be examined.

## **Standard 6 — Sociology of Groups**

Students explore the impacts of social groups on individual and group behavior. They understand that social groups are comprised of people who share some common characteristics, such as common interests, beliefs, behavior, feelings, thoughts and contact with each other.

## **Standard 7 — Social Institutions**

Students identify the effects of social institutions on individual and group behavior. They understand that social institutions are the social groups in which an individual participates, and that these institutions influence the development of the individual through the socialization process.

## **Standard 8 — Social Change**

Students examine the changing nature of society. They explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.

## **Standard 9 — Social Problems**

Students analyze a range of social problems in today's world. Social problems result from imbalances within the social system and affect a large number of people in an adverse way.

## **Standard 10 — Individual and Community**

Students examine the role of the individual as a member of the community. They also explore both individual and collective behavior.

## **Standard 11 – Deviance and Social Control**

Students examine all types of deviant behavior from all three sociological perspectives as well as the means and methods of social control.

# **Standard 1: Foundations of Sociology as a Social Science**

Students describe the development of sociology as a social science, by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues.

- S 1.1** Define sociology and trace its development as a distinct discipline
- S 1.2** Identify key figures in the development of the discipline of sociology
- S 1.3** Illustrate the relationship of sociology to the other social science disciplines, including history, economics, psychology, political science
- S.1.4** Explain the major theoretical perspectives (paradigms) common to sociology including structural functional; symbolic interaction; and conflict theory. Identify key theorists with each. Recognize how each perspective sheds light on human social behavior
- S 1.5** Describe how observations become generalizations which become theories through replication with the use of the scientific method
- S.1.6** Identify the research methods commonly used by sociologists including survey research, content/historical analysis, secondary analysis, laboratory method, observation, participant observation, case study. Explain the strengths and weaknesses of each
- S.1.7** Distinguish fact from opinion in data sources to analyze various points of view about a social issue.

- S 1.8** Develop a research design applying appropriate methodology, and use of the scientific method as it applies to social scientific research; include the development of a hypothesis, data collection, data interpretation, and drawing conclusions.
- S.1.9** Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research.

## **Standard 2: Culture**

Students examine the influence of culture on the individual and the way cultural transmission is accomplished. Students study the way culture defines how people in a society behave in relation to groups and to physical objects. They also learn that human behavior is learned within the society. Through the culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

- S 2.1** Define culture as a human survival strategy; Identify the, material and non-material components of culture.
- S.2.2** Explain the differences between the concepts: culture and society.
- S 2.3** Identify and apply elements of nature vs. nurture in explaining human social behavior.
- S 2.4** Identify American cultural values; explain how the U.S. is a heterogeneous society.
- S.2.5** Identify culture conflict, cultural similarity, cultural diversity.
- S.2.6** Explain the relationship between norms and values; explain how norms develop and change in a society; distinguish between *folkways* and *mores*.
- S 2.7** Define and explore the defining characteristics of subcultures in the United States
- S.2.8** Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.
- S.2.9** Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research.
- S.2.10** Identify both rights and responsibilities the individual has to the group.
- S.2.11** Explain how functionalists, interactionists, and conflict theorists differ in their view culture.

### Standard 3: Socialization

Students examine the process by which people develop their human potential and learn culture. Socialization will be considered as a lifelong process of human social experience.

- S.3.1 Define socialization as a process unique to humans that takes place from birth to death, and how it changes through the life cycle
- S.3.2 Explain how the self concept is formed (from the interactionist perspective)
- S.3.3 Explain how human capacity for extensive symbolic communication allows for socialization and cultural transmission
- S.3.4 Explore the contributions of George Herbert Mead and Charles Horton Cooley (as well as Freud and Piaget) to the development of theories of self concept
- S.3.5 Identify the goals of socialization (transmission of culture including values inculcation, self-control and social control, appropriate role behavior, skills attainment)
- S.3.6 Identify the major agents of socialization and evaluate the role each plays (family, play group, peer group, school, mass media, job, religion, total institutions – re-socialization, and others)
- S.3.7 Discuss how societies recognize rites of passage.

### Standard 4: Social Stratification

Students identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

- S.4.1 Define *stratification* (as sociologists define it).
- S.4.2 Examine Weber's multi-dimensional model of stratification and compare with Marx's one dimensional model.
- S.4.3 Identify how different types of societies compare regarding stratification. (i.e. competitive vs. noncompetitive, caste and class systems: ascribed vs. achieved status)
- S.4.4 Explore the origins of stratification in human societies from a functionalist perspective and from a conflict perspective.
- S.4.5 Explain how stratification differs from simple inequality and how stratification relates to ideology.
- S.4.6 Explore some of the consequences (or results) of stratification.
- S.4.7 Explore stratification and inequality in the United States including its causes and consequences; distinguish between inequality of opportunity and inequality of condition.
- S.4.8 Distinguish between the terms *role*, *status*, and *esteem*.
- S.4.9 Explain how roles and role expectations can lead to role conflict.

## Standard 5: Sociology of Gender

*Students learn to differentiate between the biological differences that divide the human population into male and female, and gender which is the personal traits and social positions that members of a society attach to being male or female. The development and changes in gender roles over time will be examined.*

- S.5.1** Distinguish between biological (ascribed) status and socially assigned gender roles
- S.5.2** Explore how gender role socialization occurs
- S.5.3** Explore sexism in language
- S.5.4** Describe the functional explanation of gender role socialization and contrast it with the conflict explanation
- S.5.5** Explore how gender roles differ in different societies and how they change over time
- S.5.6** Examine gender roles from the functionalist, the interactionist, and the conflict perspectives

## Standard 6: Sociology of Groups

Students explore the nature and functions of groups, both primary and secondary. Factors influencing group formation will be examined; students also explore the impact of social groups on individual and group behavior.

- S.6.1** Sociologically define *social group* and distinguish groups from crowds, aggregates, etc.
- S.6.2** Distinguish between *primary groups* and *secondary groups* with examples of each
- S.6.3** Explore reasons for group formation; distinguish *instrumental* from *expressive* needs
- S.6.4** Outline and illustrate the functions of groups both for individual group members and for society
- S.6.5** Explain how the importance of primary and secondary groups have changed over time, particularly in relation to pre-industrial and industrial society
- S.6.6** Describe group leadership styles (authoritarian, democratic, laissez-faire) and the functions of each style
- S.6.7** Define ethnocentrism and explain how it can be beneficial or destructive to a culture.
- S.6.8** Define different types of groups (involuntary, voluntary, coercive, reference)
- S.6.9** Explore the formation of group norms
- S.6.10** Demonstrate democratic approaches to managing disagreements and solving conflicts.

## **Standard 7: Social Institutions**

Students identify the impact of social institutions on individual and group behavior. They understand that social institutions influence the development of the individual through the socialization process. The function of one or more social institutions will be examined.

- S.7.1** Define social institution as made up of norms and values surrounding an activity considered important to society.
- S.7.2** Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.
- S.7.3** Discuss the concept of political power and factors that influence political power.
- S.7.4** Conduct research and analysis on an issue associated with social structure or social institutions.
- S.7.5** Examine in depth one or more important social institutions (such as marriage and family, education, health care, judicial, health care, religion) and its functions for society. Also consider how conflict theory sees the institution.

## **Standard 8: Collective Behavior and Social Change**

Students examine the changing nature of society. They explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.

- S.8.1** Describe how and why societies change over time.
- S.8.2** Examine various social influences that can lead to immediate and long-term changes.
- S.8.3** Using an example, describe how collective behavior can influence and change society.
- S.8.4** Examine how technological innovations and scientific discoveries have influenced major social institutions.
- S.8.5** Discuss how innovations in science and technology affect social interaction and culture.
- S.8.6** Describe how the role of the mass media has changed over time and project what changes might occur in the future.
- S.8.7** Distinguish major differences between social movements and collective behavior with examples.
- S.8.8** Investigate the consequences to society as a result of changes.
- S.8.9** Trace the development of the use of a specific type of technology in the community.
- S.8.10** Cite examples of the use of technology in social research.
- S.8.11** Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.

## **Standard 9: Social Problems**

Students analyze a range of social problems in today's world. Social problems result from imbalances within the social system and affect a large number of people in an adverse way.

- S.9.1** Identify characteristics of a “social” problem, as opposed to an “individual” problem.
- S.9.2** Describe how social problems have changed over time. (History)
- S.9.3** Explain how patterns of behavior are found with certain social problems.
- S.9.4** Discuss the implications of social problems for society.
- S.9.5** Examine how individual and group responses are often associated with social problems.
- S.9.6** Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.
- S.9.7** Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.
- S.9.8** Design and carry out school- and community-based projects to address a local aspect of a social problem. (Economics)

## **Standard 10: Individual and Community**

Students examine the role of the individual as a member of the community. They also explore both individual and collective behavior.

- S.10.1** Describe traditions, roles and expectations necessary for a community to continue.
- S.10.2** Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.
- S.10.3** Discuss theories that attempt to explain collective behavior.
- S.10.4** Define a social issue to be analyzed.
- S.10.5** Examine factors that could lead to the breakdown and disruption of an existing community.
- S.10.6** Discuss the impact of leaders of different social movements.
- S.10.7** Define propaganda and discuss the methods of propaganda used to influence social behavior.
- S.10.8** Discuss both the benefits and social costs of collective behavior in society.

- S.10.9** Determine a cause-and-effect relationship among historical events, themes and concepts in United States and world history as they relate to sociology.
- S.10.10** Identify a community social problem and discuss appropriate actions to address the problem.
- S.10.11** Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.

## **Standard 11: Deviance and Social Control**

Students examine all types of deviant behavior from all three sociological perspectives as well as the means and methods of social control.

- S.11.1** Define *deviance* and analyze deviance from a functionalist, a conflict, and an interactionist perspective.
- S.11.2** Identify formal and informal, as well as positive and negative forms of social control employed in our society.
- S.11.3** Explore the functions deviance serves as identified by Emile Durkheim.
- S.11.4** Explore explanations of deviance such as Merton's Strain theory, Sutherland's differential association theory, and Hirschi's control theory.
- S.11.5** Identify deviant subcultures.
- S.11.6** From a symbolic interaction analysis, examine labeling theory.
- S.11.7** Examine deviance from a conflict perspective.
- S.11.8** Identify types of crime and its consequences.
- S.11.9** Identify the consequences of the medicalization of deviance.
- S.11.10** Explore theoretical foundations of punishment. (retributive, rehabilitative, deterrent)



**Indiana Academic Standards  
Content Area Literacy: History/Social Studies**

**Guiding Principle:** *Students develop discipline-specific reading and writing skills. Within the areas of History/Social Studies, students apply these skills in order to develop a deeper understanding of the content area.*

There are six key areas found in the Literacy in History/Social Studies section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Literacy in History/Social Studies.

Note that the standards in this section are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6-12 (e.g., History/Social Studies teachers, Science teachers, Career and Technical Education teachers, etc.) on expectations for integrating reading and writing skills into their classrooms.

In Literacy in History/Social Studies, students are expected to do the following:

LEARNING OUTCOMES	<b>LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES</b>		
	<b>Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences</b>		
	<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
	<b>6-8.LH.1.1:</b> Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	<b>9-10.LH.1.1:</b> Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	<b>11-12.LH.1.1:</b> Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
KEY IDEAS AND TEXTUAL	<b>6-8.LH.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<b>9-10.LH.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<b>11-12.LH.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.
	<b>LH.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)</b>		
	<b>Extract and construct meaning from history/social studies texts using a variety of comprehension skills</b>		
	<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
	<b>6-8.LH.2.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.	<b>9-10.LH.2.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	<b>11-12.LH.2.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
	<b>6-8.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<b>9-10.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	<b>11-12.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

	<b>6-8.LH.2.3:</b> Identify key steps in a text’s description of a process related to history/social studies (e.g., <i>how a bill becomes a law, how interest rates are raised or lowered</i> ).	<b>9-10.LH.2.3:</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	<b>11-12.LH.2.3:</b> Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>STRUCTURAL ELEMENTS AND ORGANIZATION</b>	<b>LH.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)</b> <b>Build understanding of history/social studies texts, using knowledge of structural organization and author’s purpose and message</b>		
	<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
	<b>6-8.LH.3.1:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	<b>9-10.LH.3.1:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	<b>11-12.LH.3.1:</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., <i>how Madison defines faction in Federalist No. 10</i> ).
	<b>6-8.LH.3.2:</b> Describe how a text presents information (e.g., <i>sequentially, comparatively, causally</i> ).	<b>9-10.LH.3.2:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<b>11-12.LH.3.2:</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
	<b>6-8.LH.3.3:</b> Identify aspects of a text that reveal an author’s perspective or purpose (e.g., <i>loaded language, inclusion or avoidance of particular facts</i> ).	<b>9-10.LH.3.3:</b> Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	<b>11-12.LH.3.3:</b> Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
<b>SYNTHESIS AND CONNECTION OF IDEAS</b>	<b>LH.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)</b> <b>Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims</b>		
	<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
	<b>6-8.LH.4.1:</b> Integrate visual information (e.g., <i>charts, graphs, photographs, videos, or maps</i> ) with other information in print and digital texts.	<b>9-10.LH.4.1:</b> Integrate quantitative or technical analysis (e.g., <i>charts, research data</i> ) with qualitative analysis in print or digital text.	<b>11-12.LH.4.1:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., <i>visually, quantitatively, as well as in words</i> ) in order to address a question or solve a problem.
	<b>6-8.LH.4.2:</b> Distinguish among fact, opinion, and reasoned judgment in a text.	<b>9-10.LH.4.2:</b> Assess the extent to which the reasoning and evidence in a text support the author’s claims.	<b>11-12.LH.4.2:</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
	<b>6-8.LH.4.3:</b> Compare and contrast treatments of the same topic in a primary and secondary source.	<b>9-10.LH.4.3:</b> Analyze the relationships among primary and secondary sources on the same topic.	<b>11-12.LH.4.3:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

<b>WRITING GENRES</b>	<b>LH.5: WRITING GENRES (WRITING)</b>		
	<b>Write for different purposes and to specific audiences or people</b>		
	<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
	<b>6-8.LH.5.1:</b> Write arguments focused on discipline-specific content.	<b>9-10.LH.5.1:</b> Write arguments focused on discipline-specific content.	<b>11-12.LH.5.1:</b> Write arguments focused on discipline-specific content.
	<b>6-8.LH.5.2:</b> Write informative texts, including analyses of historical events.	<b>9-10.LH.5.2:</b> Write informative texts, including analyses of historical events.	<b>11-12.LH.5.2:</b> Write informative texts, including analyses of historical events.
<b>THE WRITING PROCESS</b>	<b>LH.6: THE WRITING PROCESS (WRITING)</b>		
	<b>Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</b>		
	<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
	<b>6-8.LH.6.1:</b> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	<b>9-10.LH.6.1:</b> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	<b>11-12.LH.6.1:</b> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
	<b>6-8.LH.6.2:</b> Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	<b>9-10.LH.6.2:</b> Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<b>11-12.LH.6.2:</b> Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>THE RESEARCH PROCESS</b>	<b>LH.7: THE RESEARCH PROCESS (WRITING)</b>		
	<b>Build knowledge about the research process and the topic under study by conducting short or more sustained research</b>		
	<b>GRADES 6-8</b>	<b>GRADES 9-10</b>	<b>GRADES 11-12</b>
	<b>6-8.LH.7.1:</b> Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<b>9-10.LH.7.1:</b> Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<b>11-12.LH.7.1:</b> Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

	<b>6-8.LH.7.2:</b> Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., <i>APA or Chicago</i> ).	<b>9-10.LH.7.2:</b> Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., <i>APA or Chicago</i> ).	<b>11-12.LH.7.2:</b> Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any once source and following a standard format for citation (e.g., <i>APA or Chicago</i> ).
	<b>6-8.LH.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.	<b>9-10.LH.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.	<b>11-12.LH.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.

Approved April 2014

# APPENDIX A – TEACHER RESOURCE GUIDE

## SOCIOLOGY

*Updated March 2015*

This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.

This resource document is a living document and will be frequently updated. Please send any suggested links and report broken links to:

Bruce Blomberg  
Social Studies Specialist  
Indiana Department of Education  
[bblomberg@doe.in.gov](mailto:bblomberg@doe.in.gov)  
317-232-9078

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### Standard 1 — Foundations of Sociology as a Social Science

Students describe the development of sociology as a social science, by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues.

- <http://indiana.nbclearn.com/> NBC Learn
- <http://www.asanet.org/about/sociology.cfm> ASA: What is Sociology?
- <http://sociology.unc.edu/undergraduate-program/sociology-major/what-is-sociology> What is Sociology?
- <http://www.mhhe.com/socscience/sociology/resources/> McGraw Hill – Sociology Web Resources
- <http://www.asanet.org/introtosociology/teacherresources/ContentsForTeaResources.html> Sociology Resources
- <http://mediaspecialistsguide.blogspot.com/2012/03/teach-sociology-check-out-these-20.html> Sociology Resources - Several PowerPoint's
- [http://www.ehow.com/list\\_6580994\\_high-school-sociology-activities.html](http://www.ehow.com/list_6580994_high-school-sociology-activities.html) eHow – High School Sociology Activities
- <http://www.loc.gov/teachers/additionalresources/relatedresources/ss/soc.html> Library of Congress – Sociology Resources for Sociology Teachers
- <http://www.sociosite.net/topics/sociologists.php> Famous Sociologists
- [http://www.pbs.org/pov/educators/lesson-plans.php?category\\_basename=sociology&sort\\_type=recent#.U5H7OvIdWSo](http://www.pbs.org/pov/educators/lesson-plans.php?category_basename=sociology&sort_type=recent#.U5H7OvIdWSo) PBS – Resources and Films
- <http://www.sociology.org.uk/> Sociology Central
- <http://www.lessonplanet.com/lesson-plans/sociology> Lesson Planet – Resources
- <http://www.livebinders.com/play/play?id=959940> Live Binders – High School Sociology

- <http://www.livebinders.com/play/play?id=151287> Live Binders – Sociology
- <http://www.livebinders.com/play/play?id=420135> Live Binders – Sociology
- <http://tso.sagepub.com/> Sage – Teaching Sociology
- <http://spartacus-educational.com/REVsociology.htm> Spartacus Educational – Sociology Resources
- <http://www.asanet.org/introtosociology/Documents/Glossary.html> Glossary of Terms
- <http://www.asanet.org/teaching/HighSchool.cfm> ASA – Resources for High School Sociology
- <http://www.tes.co.uk/sociology-secondary-teaching-resources/> TES Connect – Sociology Teaching Resources
- <http://www.asanet.org/introtosociology/teacherresources/RelevantResourceTable.html> Exercises and Resources
- <http://www.sparknotes.com/sociology/introduction-to-sociology/context.html> Spark Notes: Definition of Sociology
- <https://www.youtube.com/watch?v=LK5J0-cM-HE&safe=active> What is Sociology – YouTube video
- <http://sociology.about.com/od/Sociology101/a/Introduction-To-Sociology.htm> About.com: What is Sociology?
- <http://education-portal.com/academy/lesson/what-is-sociology-definition-themes-careers-in-sociology.html#lesson> Education Portal: What is Sociology?
- <http://sociology.about.com/od/Sociology101/a/History-Of-Sociology.htm> About.com: History of Sociology
- <http://www.faculty.fairfield.edu/faculty/hodgson/Courses/so11/frameworks/founders.htm> Founders of Sociology
- <http://ezinearticles.com/?Definition-and-History-of-Sociology&id=6115323> Ezine Articles: Definition and History of Sociology
- <http://www.britannica.com/EBchecked/topic/551887/sociology/222960/Historical-development-of-sociology> Encyclopedia Britannica: Sociology
- <https://www.youtube.com/watch?v=HcVuq1pl0Pc&safe=active> YouTube – A Brief History of Sociology
- <http://cnx.org/content/m42794/latest/?collection=col11407/latest> Openstax: The History of Sociology
- <http://www.sparknotes.com/sociology/major-figures/characters.html> Spark Notes: Sociology Major Figures
- <http://sociology.about.com/od/Sociology101/tp/Famous-Sociologists.htm> About.com: Key Figures in Sociology
- <http://www.slideshare.net/jacobaddotta/important-people-in-sociology> Slide Share: Important People in Sociology
- <http://www.sociosite.net/topics/sociologists.php> SocioSite: Famous Sociologists
- <http://www.edu.learnsoc.org/Chapters/1%20introduction/3%20history%20of%20sociology.htm> History of Sociology
- <http://www.sparknotes.com/sociology/deviance/section3.rhtml> Spark Notes: Structural Functional
- <http://www.britannica.com/EBchecked/topic/569609/structural-functionalism> Structural Functional
- <http://sociology.about.com/od/Sociological-Theory/a/Symbolic-Interaction-Theory.htm> About.com: Symbolic Interaction Theory
- <http://www.sparknotes.com/sociology/deviance/section2.rhtml> Spark Notes: Symbolic Interactionist Perspective
- <https://www.boundless.com/sociology/understanding-sociology/the-theoretical-perspectives-in-sociology/the-conflict-perspective/> Boundless: The Conflict Perspective
- <https://www.boundless.com/sociology/understanding-sociology/the-theoretical-perspectives-in-sociology/the-functionalist-perspective/> Boundless: Functional Perspective
- <https://www.boundless.com/sociology/understanding-sociology/the-theoretical-perspectives-in-sociology/the-symbolic-interactionist-perspective/> Boundless: Symbolic Perspective
- <http://www.cliffsnotes.com/cliffsnotes/sciences/what-is-the-functionalist-perspective-in-sociology> Cliffs Notes: Functional Perspective
- <https://laulima.hawaii.edu/access/content/user/kfrench/sociology/The%20Three%20Main%20Sociological%20Perspectives.pdf> The Three Main Sociological Perspectives – pdf
- <http://www.cliffsnotes.com/sciences/sociology/sociological-research-methods/scientific-method-for-sociology> Cliffs Notes: Scientific Method for Sociology
- <http://www.cliffsnotes.com/sciences/sociology/sociological-research-methods/basic-sociological-research-concepts> Cliffs Notes: Research Concepts

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- <http://www.cliffsnotes.com/sciences/sociology/sociological-research-methods/sociological-research-designs-methods> Cliffs Notes: Research – Design and Methods
- <http://www.cliffsnotes.com/sciences/sociology/sociological-research-methods/ethics-in-sociological-research> Cliffs Notes: Ethics in Research
- <http://www.cliffsnotes.com/sciences/sociology/sociological-research-methods/evaluating-sociological-research> Cliffs Notes: Evaluating Research
- [http://www.bcps.org/offices/lis/researchcourse/sociology\\_research.html](http://www.bcps.org/offices/lis/researchcourse/sociology_research.html) Research in Sociology
- <http://sociology.about.com/od/Research/a/Designing-Research-Project.htm> About.com: Designing a Sociological Research Project
- [http://highered.mcgraw-hill.com/sites/0072824131/student\\_view0/chapter2/](http://highered.mcgraw-hill.com/sites/0072824131/student_view0/chapter2/) Steps in a Research Project
- [http://hrsbstaff.ednet.ns.ca/waymac/Sociology/A%20Term%201/5.%20Research%20Methods/Durkheim\\_on\\_Suicide.htm](http://hrsbstaff.ednet.ns.ca/waymac/Sociology/A%20Term%201/5.%20Research%20Methods/Durkheim_on_Suicide.htm) Sample Research Project
- <http://sociology.usu.edu/howtogetstarted.aspx> How do I Get Started Doing Sociological Research
- <http://education-portal.com/academy/course/sociology-course.html> Education Portal: Free Online Videos
- <http://sociology.colorado.edu/grad-sudent-resources/online-sociology-resources> Online Sociology Resources
- <http://www.thesociologicalcinema.com/> The Sociological Cinema

## Standard 2 — Culture

Students examine the influence of culture on the individual and the way cultural transmission is accomplished. Students study the way culture defines how people in a society behave in relation to groups and to physical objects. They also learn that human behavior is learned within the society. Through the culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

- <http://www.cliffsnotes.com/sciences/sociology/culture-and-societies/culture-and-society-defined> Cliffs Notes: What is Culture?
- <http://www.cliffsnotes.com/sciences/sociology/culture-and-societies/cultural-values> Cliffs Notes: Cultural Values
- <http://www.cliffsnotes.com/sciences/sociology/culture-and-societies/cultural-norms> Cliffs Notes: Cultural Norms
- <http://www.cliffsnotes.com/sciences/sociology/culture-and-societies/cultural-diversity> Cliffs Notes: Cultural Diversity
- <http://www.cliffsnotes.com/sciences/sociology/culture-and-societies/types-of-societies> Cliffs Notes: Types of Societies
- <http://www.cliffsnotes.com/sciences/sociology/culture-and-societies/culture-and-society-defined> Cliffs Notes: Cultural and Society Defined
- <http://www.cliffsnotes.com/sciences/sociology/culture-and-societies/material-and-nonmaterial-culture> Cliffs Notes: Material and Nonmaterial culture
- <http://www.sparknotes.com/sociology/society-and-culture/section5.rhtml> Spark Notes: Society and Culture
- <https://www.inkling.com/read/seeing-sociology-joan-ferrante-1st/chapter-2/module-2-2> material and non-material culture
- [http://sociology.about.com/od/N\\_Index/g/Nature-Vs-Nurture.htm](http://sociology.about.com/od/N_Index/g/Nature-Vs-Nurture.htm) About.com: Nature vs Nurture
- <http://www.soc.ucsb.edu/faculty/baldwin/classes/soc142/n&n.html> Nature vs. Nurture
- <http://sociology.about.com/od/Deviance/a/Folkways-Mores-Taboos-And-Laws.htm> About.com: Norms, Values, Folkways, Mores, Taboos and Laws
- <http://prezi.com/7y1ndonoinet/culture-norms-folkways-mores-taboos-and-laws/> Prezi: PowerPoint on Norms, Folkways, Values, Taboos and Laws
- <http://www.slideshare.net/steviesteve7000/norms-sanctions-and-values> Slideshow: Norms, Folkways, Values, Taboos, Mores, and Laws

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- <http://www.sparknotes.com/sociology/society-and-culture/section1.rhtml> Spark Notes: What is Society?
- <http://www.sparknotes.com/sociology/society-and-culture/section2.rhtml> Spark Notes: Types of Societies
- <http://www.sparknotes.com/sociology/society-and-culture/section3.rhtml> Spark Notes: Norms
- <http://www.sparknotes.com/sociology/society-and-culture/section4.rhtml> Spark Notes: Status and Roles
- <http://www.sparknotes.com/sociology/society-and-culture/section5.rhtml> Spark Notes: Culture
- <http://www.sparknotes.com/sociology/society-and-culture/section7.rhtml> Spark Notes: Interaction of Cultures
- <http://www.uh.edu/~nestor/lecturenotes/unit2lecture5.html> Types of Societies
- <http://cnx.org/content/m42814/latest/?collection=col11407/latest> Openstax: Types of Societies
- <http://cnx.org/content/m42983/latest/?collection=col11407/latest> Openstax: Introduction to Culture
- <http://cnx.org/content/m42810/latest/?collection=col11407/latest> Openstax: Pop Culture and Sub-Culture

### Standard 3 – Socialization

Students examine the process by which people develop their human potential and learn culture. Socialization will be considered as a lifelong process of human social experience.

- <http://www.soc.ucsb.edu/faculty/baldwin/classes/soc142/scznDEF.html> What is Socialization?
- [http://anthro.palomar.edu/social/soc\\_1.htm](http://anthro.palomar.edu/social/soc_1.htm) Socialization
- <http://www.sparknotes.com/sociology/socialization/section1.rhtml> Spark Notes: Primary Socialization
- <https://www.inkling.com/read/sociology-richard-schaefer-9th/chapter-4/socialization-throughout-the> Socialization through the Life Course
- <http://www.slideshare.net/MeeliiV/socialization-through-the-life-course> Slideshare: Socialization through the Life Course
- <http://family.jrank.org/pages/1675/Symbolic-Interactionism-Self-Concept-Formation.html> Self Concept via Interactionism's Perspective
- <http://kccesl.tripod.com/hypertextstudy/printtext.html> Socialization and Culture
- <http://publishing.cdlib.org/ucpressebooks/view?docId=ft1p300479;chunk.id=0;doc.view=print> Socialization and Cultural Communication
- <http://sociology.about.com/od/Profiles/p/George-Herbert-Mead.htm> About.com: Contributions of George Herbert Mead
- <http://www.iep.utm.edu/mead/> George Herbert Mead
- <http://www.britannica.com/EBchecked/topic/371433/George-Herbert-Mead> George Herbert Mead
- <http://plato.stanford.edu/entries/mead/> George Herbert Mead
- <http://sociology.about.com/od/Profiles/p/Charles-Horton-Cooley.htm> About.com: Charles Horton Cooley
- [http://www.asanet.org/about/presidents/Charles\\_Cooley.cfm](http://www.asanet.org/about/presidents/Charles_Cooley.cfm) ASA: Charles Horton Cooley
- <http://www.britannica.com/EBchecked/topic/136159/Charles-Horton-Cooley> Charles Horton Cooley
- [http://anthro.palomar.edu/social/soc\\_4.htm](http://anthro.palomar.edu/social/soc_4.htm) Rites of Passage
- [http://sociology.about.com/od/R\\_Index/g/Rite-Of-Passage.htm](http://sociology.about.com/od/R_Index/g/Rite-Of-Passage.htm) About.com: Rites of Passage
- <https://globalsociology.pbworks.com/w/page/14711154/Agents%20of%20Socialization> Agents of Socialization
- <http://www.slideshare.net/MeeliiV/agents-of-socialization> Slide Share: Agents of Socialization

#### Standard 4 — Social Stratification

Students identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

- <http://www.tutor2u.net/sociology/social-differentiation-stratification.html> Tutor2u: What is Stratification?
- <http://www.sparknotes.com/sociology/social-stratification-and-inequality/section1.rhtml> Spark Notes: Origins of Social Stratification
- <http://www.sociologyguide.com/questions/social-stratification.php> Sociology Guide: Questions on Stratification
- [http://home.earthlink.net/~clevy/Social\\_Stratification\\_Chapter\\_8.pdf](http://home.earthlink.net/~clevy/Social_Stratification_Chapter_8.pdf) What is Social Stratification – pdf
- <https://www.boundless.com/definition/social-stratification/> Boundless: Social Stratification
- <https://www.boundless.com/sociology/understanding-global-stratification-and-inequality/sociological-theories-and-global-inequality/weber-s-view-of-stratification/> Boundless: Weber's View of Stratification
- [https://www.youtube.com/watch?v=mr\\_TdZFUTJU](https://www.youtube.com/watch?v=mr_TdZFUTJU) YouTube: Stratification
- <http://www.sparknotes.com/sociology/social-stratification-and-inequality/section4.rhtml> Spark Notes: Theories of Stratifications – Weber, Marx, etc.
- <http://www.brooklyn soc.or g/courses/43.1/weber.html> Class, Status, and Party
- <http://www.slideshare.net/jdubrow2000/theories-of-social-stratification-marx-weber> Slide Show: Theories of Social Stratification
- <http://www.cf.ac.uk/socsi/undergraduate/introsoc/weber11.html> Class, Status and Power
- <http://www.encyclopedia.com/doc/1O88-functionaltheorystrfctn.html> Functional Theory of Stratification
- <http://www.historylearningsite.co.uk/stratification.htm> Functionalist view on stratification
- <https://www.boundless.com/sociology/understanding-global-stratification-and-inequality/sociological-theories-and-global-inequality/the-conflict-perspective-class-conflict-and-scarce-resources/> Conflict Theory on Stratification
- <http://cnx.org/content/m42845/latest/?collection=col11407/latest> Openstax: functionalist/conflict perspectives on social stratification
- <http://www.sociologyguide.com/social-stratification/Functionalist-theories.php> Sociology Guide: Functionalist and Conflict views on stratification
- <http://www.sociology.org.uk/s1.pdf> Stratification and Inequality
- <http://www.sparknotes.com/sociology/social-stratification-and-inequality/section9.rhtml> Spark Notes: Stratification and Inequality
- <https://www.boundless.com/sociology/understanding-stratification-inequality-and-social-class-in-the-u-s/consequences-of-social-class/> Boundless: Consequences of Social Stratification
- <http://mwnation.com/consequences-of-social-stratification/> The Nation: Consequences of Social Stratification
- <http://www.sparknotes.com/sociology/social-stratification-and-inequality/section6.rhtml> Spark Notes: Social Classes in the US
- <http://cnx.org/content/m42844/latest/?collection=col11407/latest> Global Stratification and Inequality
- <http://www.sparknotes.com/sociology/social-stratification-and-inequality/section7.rhtml> Spark Notes: Poverty in America
- <http://www.cliffsnotes.com/sciences/sociology/sex-and-gender/social-stratification-and-gender> Cliffs Notes: Social Stratification and Gender
- [http://sociology.about.com/od/R\\_Index/g/Role-Conflict.htm](http://sociology.about.com/od/R_Index/g/Role-Conflict.htm) About.com: role conflict
- <http://education-portal.com/academy/lesson/roles-of-group-members-perceptions-expectations-conflict.html#lesson> Education Portal: Role Theory and conflict

## Standard 5 – Sociology of Gender

Students learn to differentiate between the biological differences that divide the human population into male and female, and gender which is the personal traits and social positions that members of a society attach to being male or female. The development and changes in gender roles over time will be examined.

- <http://www.people.vcu.edu/~jmahoney/gender101.htm> Gender Roles
- <http://sociology.about.com/od/Disciplines/a/Sociology-Of-Gender.htm> About.com Gender
- <http://www.cliffsnotes.com/sciences/sociology/sex-and-gender/gender-roles> Cliffs Notes Gender
- [http://www.pearsonhighered.com/assets/hip/us/hip\\_us\\_pearsonhighered/samplechapter/0132448300.pdf](http://www.pearsonhighered.com/assets/hip/us/hip_us_pearsonhighered/samplechapter/0132448300.pdf) Sociology of Gender/Pearson/pdf
- <http://www.sparknotes.com/sociology/socialization/section4.rhtml> Spark Notes Gender Socialization
- <http://www.sociologyinfocus.com/tag/gender-roles/> SociologyinFocus/Gender
- <http://www.sociologyguide.com/questions/gender-role-inequalities.php> Sociology Guide/Gender Roles
- <https://www.boundless.com/sociology/understanding-gender-stratification-and-inequality/the-theoretical-perspectives-on-gender-stratification/the-functionalist-perspective/> Boundless/Functionalist view on gender
- <http://www.linguarama.com/ps/legal-themed-english/sexism-in-language.htm> Sexism in Language
- <https://www.boundless.com/sociology/understanding-gender-stratification-and-inequality/the-theoretical-perspectives-on-gender-stratification/the-conflict-perspective/> Boundless/Conflict Perspective on Gender Roles
- <https://www.boundless.com/sociology/understanding-gender-stratification-and-inequality/gender-and-socialization/the-cross-cultural-perspective/> Boundless/Cross Cultural Perspective on Changing Gender Roles
- <http://www.lifepaths360.com/index.php/gender-roles-in-different-cultures-2549/> Gender Roles in Different Cultures
- <http://www.pbs.org/wgbh/globalconnections/mideast/questions/women/> PBS/Global Gender Connections
- <https://www.genderspectrum.org/understanding-gender> Understanding Gender
- <http://homepages.rpi.edu/~verwyc/oh5.htm> Cultural Differences
- <http://www.psychologytoday.com/blog/fighting-fear/201301/changing-gender-roles-in-marriage> Psychology Today/How Gender Roles Change Over Time
- <https://www.boundless.com/sociology/understanding-gender-stratification-and-inequality/gender-and-socialization/gender-roles-in-the-u-s/> Boundless/Gender Roles in the US
- <http://www.hawaii.edu/PCSS/biblio/articles/2000to2004/2004-sex-gender-and-identity.html> Gender Roles/Changing Perspective
- <http://www.faqs.org/health/topics/8/Gender-roles.html> Faqs.org/Gender Roles
- <https://www.boundless.com/sociology/understanding-gender-stratification-and-inequality/the-theoretical-perspectives-on-gender-stratification/the-interactionalist-perspective/> Boundless/Interactionist Perspective on Gender
- <http://sociology.about.com/od/Sociological-Theory/a/Conflict-Theory.htm> About.com/Conflict Theory on Gender

## Standard 6 — Sociology of Groups

Students explore the impacts of social groups on individual and group behavior. They understand that social groups are comprised of people who share some common characteristics, such as common interests, beliefs, behavior, feelings, thoughts and contact with each other.

- <http://education-portal.com/academy/lesson/types-of-social-groups-primary-secondary-and-reference-groups.html#lesson> Educational Portal/Social Groups – video
- <http://www.sociologyguide.com/basic-concepts/Social-Groups.php> Sociology Guide/Social Groups
- <http://www.britannica.com/EBchecked/topic/551247/social-group> Britannica/Social Groups
- <http://www.cliffsnotes.com/sciences/sociology/social-groups-and-organizations/social-groups> Cliffs Notes/Social Groups
- [http://www.ehow.com/about\\_5061311\\_definition-social-groups.html](http://www.ehow.com/about_5061311_definition-social-groups.html) eHow/Social Groups
- <http://www.sparknotes.com/sociology/social-groups-and-organizations/section2.rhtml> Spark Notes/Social Groups
- <http://www.sparknotes.com/sociology/social-groups-and-organizations/section1.rhtml> Spark Notes/Aggregates
- <http://education-portal.com/academy/lesson/secondary-groups-in-sociology-examples-lesson-quiz.html#lesson> Education Portal/ Social Groups
- <https://globalsociology.pbworks.com/w/page/14711166/Collective%20Behavior> Global Sociology/Groups and Collective Behavior
- [http://sociology.about.com/od/A\\_Index/g/Aggregate.htm](http://sociology.about.com/od/A_Index/g/Aggregate.htm) About.com/Aggregates
- <http://www.tomcravens.com/groups.html> Social Groups
- <https://www.boundless.com/sociology/understanding-social-groups-and-organization/the-nature-of-groups/secondary-groups/> Boundless/Primary and Secondary Groups
- <http://www.slideshare.net/clarence1723/primary-and-secondary-groups> Slide Share/ Primary and Secondary Groups
- <http://www.sociologyguide.com/questions/group.php> Sociology Guide/Primary and Secondary Groups
- <http://www.slideshare.net/bmcalls/reasons-for-group-formation> Slide Share/Reasons for Group Formation
- <http://cec.vcn.bc.ca/cmp/modules/bld-grp.htm> Group Formation
- <http://cnx.org/content/m42831/latest/?collection=col11407/latest> Openstax/Groups
- <https://www.boundless.com/sociology/understanding-social-groups-and-organization/functions-of-groups/> Boundless/Function of Groups
- <http://www.cliffsnotes.com/sciences/sociology/social-groups-and-organizations/social-groups> Cliffs Notes/Function of Groups
- <http://education-portal.com/academy/lesson/leadership-styles-and-types-authoritarian-laissez-faire-democratic.html#lesson> Education Portal/Leadership Styles – video
- <http://psychology.about.com/od/leadership/a/leadstyles.htm> About.com/Leadership Styles
- <http://education-portal.com/academy/lesson/what-is-democratic-leadership-definition-advantages-disadvantages.html#lesson> Education Portal/Democratic Leadership – video
- <http://psychology.about.com/od/leadership/f/laissez-faire-leadership.htm> About.com/Laissez-Faire Leadership
- <http://www.iupui.edu/~anthkb/ethnocen.htm> IUPUI/Ethnocentrism
- <http://www.enotes.com/homework-help/what-ethnocentrism-how-can-have-both-positive-440553> eNotes/Positives and Negatives of Ethnocentrism
- [http://www.ehow.com/info\\_8652383\\_pros-cons-ethnocentrism.html](http://www.ehow.com/info_8652383_pros-cons-ethnocentrism.html) eHow/Pros and Cons of Ethnocentrism
- <http://www.lifepaths360.com/index.php/effects-of-ethnocentrism-in-the-society-2897/> Effects of Ethnocentrism
- <http://www.academic360.com/faculty/listings.cfm?DiscID=121> Academic 360
- <http://www.slideshare.net/eqfred/groups-11549387> Slide Share/Groups
- <http://www.studymode.com/essays/Voluntary-And-Involuntary-Migrating-Group-1145983.html> Involuntary and Voluntary Groups
- <http://faculty.frostburg.edu/psyc/southerly/prism/jenny.htm> Group Power

## Standard 7 — Social Institutions

Students identify the effects of social institutions on individual and group behavior. They understand that social institutions are the social groups in which an individual participates, and that these institutions influence the development of the individual through the socialization process.

- <http://sparkcharts.sparknotes.com/gensci/sociology/section9.php> Spark Notes/Effects of Social Institutions
- <http://www.sociologyguide.com/basic-concepts/Social-Institutions.php> Sociology Guide/Social Institution
- <http://www.sociologyguide.com/basic-concepts/Social-Norms.php> Sociology Guide/Social Norms
- <http://prezi.com/rdrplxh7ftva/values-and-norms-sociology/> Prezi/Sociology Norms
- <http://www.sociology.org.uk/papt1.pdf> Politics and Power/pdf
- <https://www.boundless.com/sociology/understanding-government/politics-power-and-authority/politics/> Boundless/Politics and Power
- <https://globalsociology.pbworks.com/w/page/14711304/What%20is%20Political%20Sociology> Global Sociology /Politics
- <http://yale.edu/ynhti/curriculum/units/1987/5/87.05.03.x.html> Yale/Effect of Social Institutions on Behavior

## Standard 8 — Social Change

Students examine the changing nature of society. They explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.

- <http://www.cliffsnotes.com/sciences/sociology/social-change-and-movements/models-of-social-change> Cliffs Notes – Social Change
- <https://www.boundless.com/sociology/understanding-social-change/social-change-and-collective-behavior/social-change/> Boundless – Social Change
- <http://www.trinity.edu/mkearl/socpsy-8.html> Collective Behavior and the Social Psychologies of Social Institutions
- <http://www.slideshare.net/joseradin/collective-behavior-and-social-movements-27352239> Slide Share – Collective Behavior and Social Change
- [http://wps.prenhall.com/ca\\_ph\\_macionis\\_sociology\\_5/23/6034/1544830.cw/index.html](http://wps.prenhall.com/ca_ph_macionis_sociology_5/23/6034/1544830.cw/index.html) Pearson - Social Movements
- <http://education-portal.com/academy/lesson/collective-behavior-crowd-types-mobs-riots.html#lesson> Education Portal – Collective Behavior
- <http://cnx.org/content/m42979/latest/?collection=col11407/latest> Openstax – Collective Behavior
- <http://gsociology.icaap.org/> Sociology – Understanding the World Today
- <http://www.mhhe.com/socscience/sociology/resources/> McGraw Hill – Sociology Web Resources
- <http://www.mhhe.com/socscience/sociology/resources/social-move.htm> McGraw Hill - Social Movements
- <http://www.sociologyguide.com/social-change/factors-of-change.php> Sociology Guide – Factors of Change
- <http://cnx.org/content/m42948/latest/?collection=col11407/latest> Openstax - Social Change
- <http://www.sociologyguide.com/social-change/impact-of-technology-change.php> Sociology Guide – Impact of Technology
- <https://iriss.stanford.edu/Tools> Stanford University – Tools for Research
- <http://www.cliffsnotes.com/sciences/sociology/contemporary-mass-media/the-role-and-influence-of-mass-media> Cliffs Notes - The Role and Influence of Mass Media

## Standard 9 — Social Problems

Students analyze a range of social problems in today's world. Social problems result from imbalances within the social system and affect a large number of people in an adverse way.

- <http://www.studylecturenotes.com/social-sciences/sociology/121-social-change-and-social-problem> Social Lecture Notes – Definition of a Social Problem
- <http://dmc122011.delmar.edu/socsci/rlong/problems/chap-01.htm> Social Problems
- <http://instruction.blackhawk.edu/ghoffarth/social%20problems/socunit1.htm> The Sociology of Social Problems
- <http://www.people.vcu.edu/~jmahoney/define.htm> Defining Social Problems
- <http://lib.guides.umd.edu/content.php?pid=289162&sid=2391804> List of Contemporary Social Problems
- <http://www.sparknotes.com/sociology/social-stratification-and-inequality/section7.rhtml> Spark Notes – Social Stratification and Inequalities
- <http://www.livebinders.com/play/play?id=959940> Live Binders – High School Sociology
- <http://www.livebinders.com/play/play?id=151287> Live Binders – Sociology
- <http://www.livebinders.com/play/play?id=420135> Live Binders – Sociology

## Standard 10 — Individual and Community

Students examine the role of the individual as a member of the community. They also explore both individual and collective behavior.

- <http://cec.vcn.bc.ca/cmp/whatcom.htm> What is a Community?
- <http://www.qvctc.commnet.edu/brian/soc/> Sociology 101
- <http://education-portal.com/academy/lesson/family-and-kinship-patrilocality-matrilocality-neolocality.html#lesson> Social Institutions
- <http://lifelistsblog.wordpress.com/2007/08/23/4-social-movement-leaders-to-inspire-you/> Four Social Movement Leaders to Inspire You
- <http://www.thenation.com/article/154783/fifty-most-influential-progressives-twentieth-century#> Social Movements of the 20 Century
- <http://www.infoplease.com/biography/activists.html> Infoplease - list of several social movement leaders
- <http://www.cliffsnotes.com/sciences/sociology/social-change-and-movements/social-movements> Cliffs Notes – Social Movements
- [http://www.huffingtonpost.com/ambassador-swanee-hunt-and-adria-d-goodson/bold-changes-great-leader\\_b\\_631503.html](http://www.huffingtonpost.com/ambassador-swanee-hunt-and-adria-d-goodson/bold-changes-great-leader_b_631503.html) Bold Changes, Great Leaders, Big Movements
- [http://www.stanford.edu/class/e297c/war\\_peace/media/hpropaganda.html](http://www.stanford.edu/class/e297c/war_peace/media/hpropaganda.html) Propaganda
- <http://www.historians.org/about-aha-and-membership/aha-history-and-archives/gi-roundtable-series/pamphlets/what-is-propaganda/defining-propaganda-ii> AHA – use of propaganda
- <http://www.slideshare.net/bchozinski/collective-behavior-and-social-movements-9434222> Slideshow – Collective Behaviors and Social Movements
- <http://thesocietypages.org/sociologylens/category/collective-behaviour-and-social-movements/> Sociology Lens – Collective Behavior and Social Movements

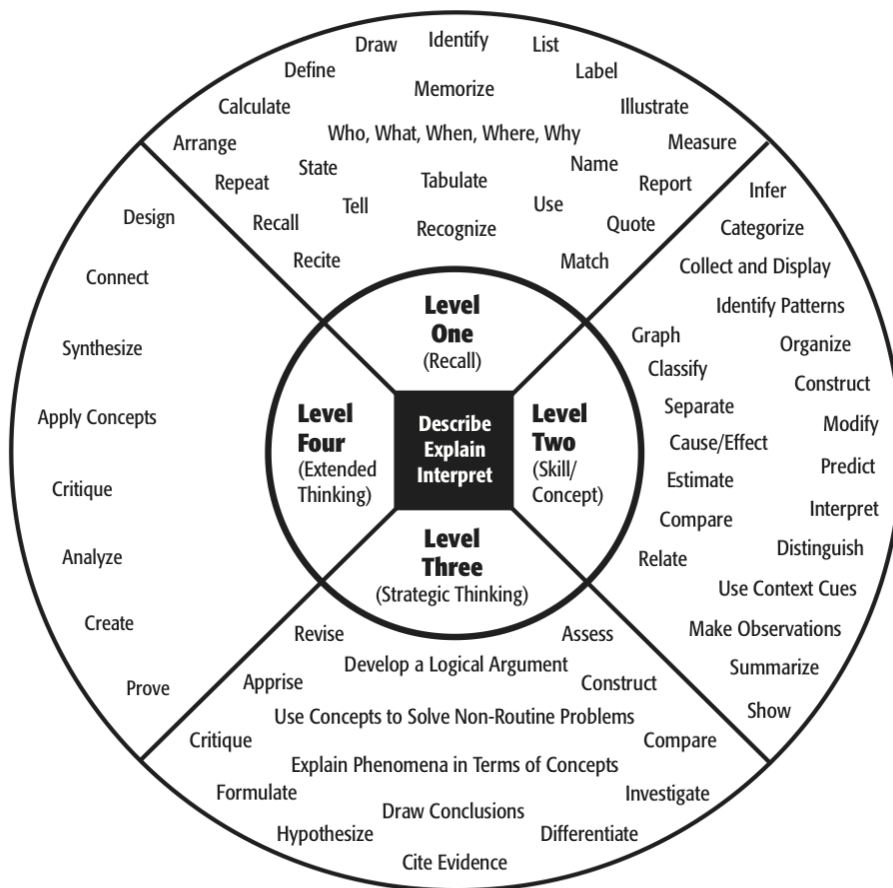
## Standard 11 – Deviance and Social Control

Students examine all types of deviant behavior from all three sociological perspectives as well as the means and methods of social control.

- <http://www.sparknotes.com/sociology/deviance/> SparkNotes – Deviance
- <http://www.cliffsnotes.com/sciences/sociology/deviance-crime-and-social-control/defining-crime> Cliffs Notes - Social Deviance
- <http://ww2.valdosta.edu/~klowney/devtheories.htm> Sociological Theories to Explain Deviance
- <http://www.sparknotes.com/sociology/deviance/section1.rhtml> SparkNotes - What is Deviance – from Functionalist, Conflict and Interactionist Perspective
- <http://sociology.about.com/od/Disciplines/a/Sociology-Of-Deviance-Crime.htm> About.com – Sociology and Deviance
- <http://www.cliffsnotes.com/sciences/sociology/deviance-crime-and-social-control/theories-of-deviance> Cliffs Notes - Theories of Deviance
- <https://www.boundless.com/sociology/understanding-deviance-social-control-and-crime/theories-of-crime-and-deviance/sociological-theories-of-deviance/> Boundless – Theories of Deviance
- <http://top100opinions.com/2009/10/differences-between-formal-and-informal-social-control/> Differences between Formal and Informal Social Control
- <https://www.boundless.com/sociology/understanding-deviance-social-control-and-crime/social-control/formal-means-of-control/> Boundless – Social Control
- <http://www.studymode.com/essays/Formal-And-Informal-Social-Control-410132.html> StudyMode – Formal and Informal Social Control
- <http://www.studylecturenotes.com/social-sciences/sociology/281-types-of-social-control-> Study Lecture Notes – Positive and Negative Social Control
- <http://www.slideshare.net/MBurke1621/ch7-deviance-and-social-control> Slideshare – Deviants and Social Control
- <http://edurkheim.tripod.com/id17.html> Tripod – Emile Durkheim
- <http://www.sociologyguide.com/basic-concepts/Deviance.php> Sociology Guide – Deviance/Emile Durkheim
- <http://sociology.about.com/od/Sociological-Theory/a/Structural-Strain-Theory.htm> About.com – Strain Theory
- <https://www.boundless.com/sociology/understanding-deviance-social-control-and-crime/the-functionalist-perspective-on-deviance/strain-theory-how-social-values-produce-deviance/> Boundless – Strain Theory
- <https://www.boundless.com/sociology/understanding-deviance-social-control-and-crime/the-symbolic-interactionalist-perspective/differential-association-theory/> Boundless – Differential Association Theory
- <http://www.d.umn.edu/~bmork/2306/Theories/BAMdiffassn.htm> Differential Association Theory
- <http://www.criminology.fsu.edu/crimtheory/hirschi.htm> Hirschi's Control Theory
- <http://education-portal.com/academy/lesson/what-is-subculture-theories-definition-examples.html#lesson> Education Portal – Subcultures
- <http://www.sociology.com/2013/04/cultural-diversity/> Sociology.com – Subcultures
- [http://sociology.about.com/od/L\\_Index/g/Labeling-Theory.htm](http://sociology.about.com/od/L_Index/g/Labeling-Theory.htm) About.com – Labeling Theory
- <https://www.boundless.com/sociology/understanding-deviance-social-control-and-crime/the-symbolic-interactionalist-perspective/labeling-theory/> Boundless – Labeling Theory
- <http://www.historylearningsite.co.uk/labelling.htm> History Learning Site – Labeling Theory
- <https://www.inkling.com/read/seeing-sociology-joan-ferrante-1st/chapter-6/module-6-6> Medicalization of Deviance

# APPENDIX B

## Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>.